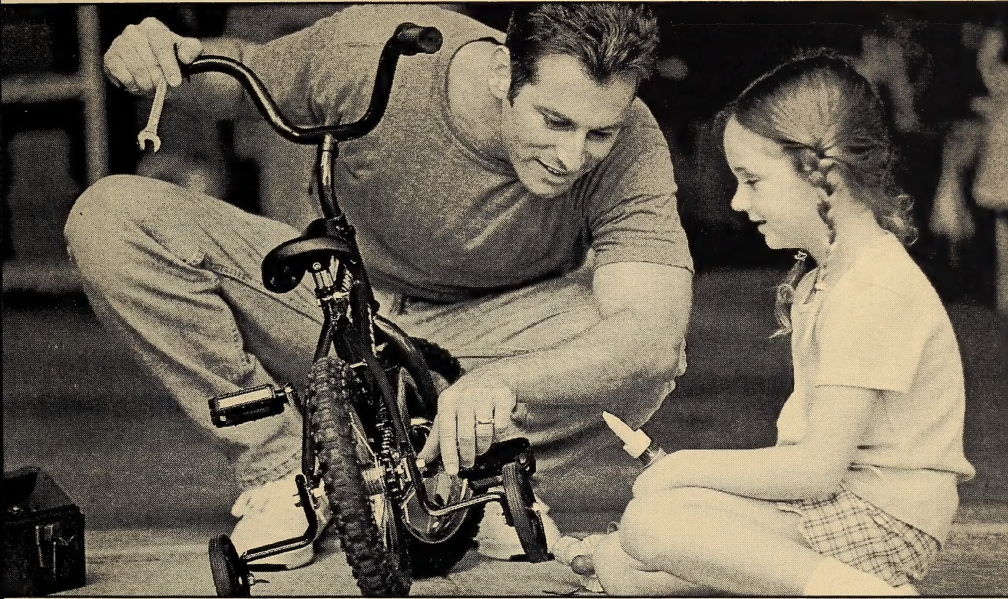




Grade Two Thematic My World



**Home Instructor's Guide: Days 10–18
and
Assignment Booklet 1B**

Grade Two Thematic
Module 1B: My World
Home Instructor's Guide: Days 10–18 and Assignment Booklet 1B
Learning Technologies Branch
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This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Learning, <http://www.learning.gov.ab.ca>
- Learning Technologies Branch, <http://www.learning.gov.ab.ca/lrb>
- Learning Resources Centre, <http://www.lrc.learning.gov.ab.ca>

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Module 1B: My World

Day 10 to Day 18

Reading Resources

The following resources are recommended to supplement the activities for Module 1B. You may borrow them from your local library.

Day 10 to Day 13

Books to Be Read Aloud

Grandpa Toad's Secret by Keiko Kasza
Matepo by Angela McAllister
Surprise! by Jane Fine
The Very Best of Friends by Margaret Wilde

Books to Be Read Alone or with a Partner

Frog and Toad All Year by Arnold Lobel
Frogs and Toads by Bobbie Kalman
Sasha and the Wiggly Tooth by Rhea Tregebov

Days 14 and 16

Books to Be Read Aloud

Cleversticks by Bernard Ashley
Get out of Bed by Robert Munsch
If I Could Work by Terence Blacker
What Do You Want to Be, Brian? by Jeanne Willis

Books to Be Read Alone or with a Partner

ABC: I Can Be by Verna Wilkins
Knock Knock Who's There? by Sally Grindley
Let's Look All Around the Town by Harold Roth
My Family by Debbie Bailey

The following resources may be used as a follow-up to Music And Movement lessons.

Days 11 and 12**Tapes/CDs**

"You've Got a Friend," Carol King, *Tapestry*

"Annie, My Cooking Friend," Ella Jenkins, *Jambo and Other Call and Response Songs and Charts*

"Jamie and Me," Kim & Jerry Brodey, *Ideas That Sing!* Volume 2

"Stand by Me," Ben E. King, *Stand by me original motion picture soundtrack*

"Lean on Me," Bill Withers, *Best of Bill Withers: Lean on Me*

Books/Stories/Poems

We Are Best Friends by Alikì

Annie Bananie by Leah Komaiko

A Country Far Away by Nigel Gray and Philippe Dupasquier

Sadako by Eleanor Coerr and Ed Young

Films/Videos

The Secret Garden, Warner Brothers

Best Friends, Reading Rainbow PBS Series

Daily Summary

Day 10

Materials You Need Today

General Supplies

- ☐ box containing required materials

Calendar Time

- ☐ current month's calendar and materials

Math Time

- ☐ Grade Two Mathematics program

Language Arts

- ☐ Thematic Assignment Booklet 1B
 - Day 10: Assignment 1

Journal Time

- ☐ journal

Phonics

- ☐ *Level B: Modern Curriculum Press Phonics*, pages 25 and 26

Silent Reading Time

- ☐ books, magazines, or other favourite reading material

Looking Back

- ☐ Thematic Assignment Booklet 1B
 - Day 10: Learning Log

Story Time

- ☐ mutually chosen reading material

Calendar Time (Time recommended: 10 minutes)

Follow the daily procedure.

Math Time (Time recommended: 45 minutes)

Go to the Grade Two Mathematics program and work on Module 1: Day 10.

Language Arts (Time recommended: 60 minutes)

The student Reads the story “Bedtime” and explores various ways to help younger children.

Journal Time (Time recommended: 10–15 minutes)

The student responds to the story “Bedtime” in the Reading Response section in his or her journal.

Words I Use Often (Time recommended: 15 minutes)

Today’s words are **between** and **name**. Print each on a coloured index card. Show the words, one at a time, to the student. If the student can read the word at a glance, tape it to the Word Wall. If not, help the student learn to read the word by doing the activities outlined in Module 1A: Day 2.

Language Arts (Time recommended: 45 minutes)

The student responds to the story “Bedtime.”

Enrichment (optional)

The student may do one or both of the following activities:

1. On a piece of unlined paper, have the student draw three or four pictures to show the things he or she does to get ready for bed. Ensure the module number and day (M1D10) are on the back of the paper and it is put into the student folder. You may want to send it to the teacher on Day 18.
2. Have the student write and illustrate a story about a child and a younger child. The student may write a story about his or her own experiences with a younger sibling or that of a friend’s or relative’s experiences. Brainstorm ideas with the student as needed. Print the module number and day (M1D10) on the back of the story. You may want to send it to the teacher on Day 18.

Lunch**Silent Reading Time** (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

Phonics (Time recommended: 20–30 minutes)

Follow the directions for pages 25 and 26 in the phonics book. After you explain the phonics lesson on the two pages, have the student work independently. Ensure the student reads each word out loud while working on both pages. Check each page with the student as he or she finishes it.

These pages will be removed from the phonics book and submitted to the teacher at the end of Day 18.

Social Studies (Time recommended: 60 minutes)

Today's lesson focuses on how people's needs are met in many different ways.

Field Trip—Meeting Everyone's Needs

Field trips are very effective ways for students to extend their learning. Before venturing out into the community, be sure to make contact and arrangements with the organization or facility you wish to visit. That will ensure the learning is maximized when you arrive.

If possible, arrange to take the student to a senior citizens home to tour and chat with one or more senior citizens. While there, the student can ask questions about the needs and special facilities for seniors. Discuss and prepare questions the student can ask beforehand about how the four needs of seniors are met.

If visiting a senior citizens home is not possible, arrange to have the student meet and talk with a senior citizen. Have the student ask prepared questions.

Assignment Booklet: The student draws two pictures, each showing someone meeting one of the four basic needs. For example, a person in a wheelchair coming down a wheelchair ramp from a house may meet the need of shelter or someone working in a garden may meet the need of food.

Looking Back (Time recommended: 10 minutes)

Review the day's activities and learning with the student and complete the day's Learning Log.

Story Time (Time recommended: 10 minutes)

Read the book selected for this time.

Sharing Time (Time recommended: flexible)

Have the student share one of the day's activities with a family member or friend.

Day 11

Materials You Need Today

General Supplies

- ☐ box containing required materials

Calendar Time

- ☐ current month's calendar and materials

Math Time

- ☐ Grade Two Mathematics program

Journal Time

- ☐ journal

Music and Movement

- CD player
- *Ideas That Sing!* Volume 1 CD

Language Arts

- ☐ *Collections: In My World*
- ☐ Thematic Assignment Booklet 1B
 - Day 11: Assignment 2

Silent Reading Time

- ☐ books, magazines, or other favourite reading material

Phonics

- ☐ *Level B: Modern Curriculum Press Phonics*, pages 27 and 28

Art

- ☐ paints

Looking Back

- ☐ Thematic Assignment Booklet 1B
 - Day 11: Learning Log

Story Time

- ☐ mutually chosen reading material

Calendar Time (Time recommended: 10 minutes)

Follow the daily procedure.

Journal (Time recommended: 10–15 minutes)

Have the student turn to the Personal Writing section of his or her journal. The student may wish to write independently. If not, discuss with the student what to write about.

Math Time (Time recommended: 45 minutes)

Go to the Grade Two Mathematics program and work on Module 1: Day 11.

Language Arts (Time recommended: 60 minutes)

The student reads the story “The Surprise.”

If the student enjoyed this story, there are other books in the “Frog and Toad” series by Arnold Lobel he or she may be interested to read.

Music and Movement (Time recommended: 20–30 minutes)

Consider playing the recording “Side By Side” a few times today and on Day 12 as a break. Sing along with the student as you both move to the beat.

Things to Do

Read the list of three choices with the student. The student chooses which one he or she would like to work on. Print the module number and day (M1D12) on the page for submission to the teacher on Day 18.

The student may work on one or both of the other tasks for enrichment.

Phonics (Time recommended: 20–30 minutes)

Follow the directions for pages 27 and 28 in the phonics book. After you explain the phonics lesson on the two pages, have the student work independently. Ensure the student says the name of the pictures on page 27 and reads each word out loud on page 28. Check each page with the student as he or she finishes it.

These pages will be removed from the phonics book and submitted to the teacher at the end of Day 18.

Lunch**Silent Reading** (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

Social Studies (Time recommended: 60 minutes)

The focus is on services and facilities in the community.

Assignment Booklet: The student names four facilities in his or her community and writes one way each serves the community. An example is given.

Art (Time recommended: 45 minutes)

Print the module number and day (M1D11) on the “fallscape” for the teacher on Day 18.

Looking Back (Time recommended: 10 minutes)

Review the day’s activities and learning with the student. Complete the Learning Log for Day 11.

Story Time (Time recommended: 10 minutes)

Read the book selected for this time.

Sharing Time (Time recommended: flexible)

Have the student share the day’s activities with a family member and or friend.

Day 12

Materials You Need Today

General Supplies

- ☐ box containing required materials

Calendar Time

- ☐ current month’s calendar and materials

Math Time

- ☐ Grade Two Mathematics program

Language Arts

- ☐ *Collections: In My World*
- ☐ Thematic Assignment Booklet 1B
 - Day 12: Assignment 3

Silent Reading Time

- ☐ books, magazines, or other favourite reading material

Phonics

- ☐ *Level B: Modern Curriculum Press Phonics*, pages 29 and 30

Looking Back

- ☐ Thematic Assignment Booklet 1B
– Day 12: Learning Log

Silent Reading Time

- ☐ books, magazines, or other favourite reading material

Calendar Time (Time recommended: 10 minutes)

Follow the daily procedure.

Math Time (Time recommended: 45 minutes)

Go to the Grade Two Mathematics program and work on Module 1: Day 12.

Language Arts (Time recommended: 60 minutes)

The student learns about the story elements in the story “The Surprise.” Explain that story elements are found in every story. They are the characters, setting, and plot which includes all of the events, the main problem, and the solution or outcome. The characters in this story are Frog and Toad. The setting occurs in two different places—Frog’s house and Toad’s house. The problem is that Frog and Toad wanted to surprise the other by raking leaves.

The events are as follows. Frog and Toad took out their rakes and ran to the other’s house to rake leaves as a surprise. They looked into the window of each other’s house, raked all the leaves into a pile, and then went home. On the way home, there was a wind that blew all the leaves back onto their lawns. When they got back home, they saw that they had many leaves to rake in their yard. They went to bed.

Ensure the student recalls the events in the correct order. The solution or outcome is that they each went to bed feeling happy to have surprised the other. In the end, they hadn’t surprised each other at all.

Writer’s Workshop

The student will be changing the ending of the story “The Surprise” and conferencing with you about the writing.

Explain that a writing *conference* is talking about the writing. A conference can help make the writing better. Conduct a writing conference with the student. After the student writes the first draft, ask the following questions:

- Did you put capital letters at the beginning of sentences and in names? Did you end each sentence with a period (or other punctuation)?
- Show three words you know you spelled correctly. How do you know they are spelled correctly?
- Where can you go to find the correct spelling of a word?

- What is the most important idea in this writing? Why?
- What do you want the reader to feel or think after reading this?
- Do you like this ending to the story better than the original one? Why?

Print the module number and day (M1D12) on the paper for submission to the teacher on Day 18.

Words I Use Often (Time recommended: 15 minutes)

Today's words are **should** and **home**. Print each on a coloured index card. Show the words, one at a time, to the student. If the student can read the word at a glance, tape it to the Word Wall. If not, help the student learn to read the word by doing the activities outlined in Day 2.

Lunch**Silent Reading** (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

Phonics (Time recommended: 20–30 minutes)

Follow the directions for pages 29 and 30 in the phonics book. After you explain the phonics lesson on the two pages, have the student work independently. Check each page with the student as he or she finishes it.

These pages will be removed from the phonics book and submitted to the teacher at the end of Day 18.

Health and Life Skills (Time recommended: 60 minutes)

The focus is on dealing with emotions, especially anger and frustration.

Assignment Booklet: The student draws his or her own face, expressing two different feelings.

Looking Back (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete the Learning Log for Day 12.

Story Time (Time recommended: 10 minutes)

Read the book selected for this time.

Sharing Time (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

Day 13

Materials You Need Today

General Supplies

- ☐ box containing required materials

Calendar Time

- ☐ current month's calendar and materials

Journal Time

- ☐ journal

Math Time

- ☐ Grade Two Mathematics program

Music and Movement

- CD player
- *Ideas That Sing!* Volume 1 CD

Language Arts

- ☐ *Collections: In My World*
- ☐ sentence strips – Cut out 20 strips of paper, approximately 4 cm by 12 cm.
- ☐ one large sheet of paper – or six sheets of regular paper taped together
- ☐ Thematic Assignment Booklet 1B
 - Day 13: Assignment 4

Phonics

- ☐ *Level B: Modern Curriculum Press Phonics*, pages 31 and 32

Silent Reading Time

- ☐ books, magazines, or other favourite reading material

Science

- ☐ a piece of paper, a nail, a thumbtack, tape, staples, eight magnetic and non-magnetic objects; pennies, iron filings, pins, steel nails, pencil, crayon, eraser, tacks, cotton balls, toothpicks

Looking Back

- ☐ Thematic Assignment Booklet 1B
 - Day 13: Learning Log

Story Time

- ☐ mutually chosen reading material

Calendar Time (Time recommended: 10 minutes)

Follow the daily procedure.

Journal Time (Time recommended: 10–15 minutes)

The student writes in the Personal Writing section of his or her journal.

Math Time (Time recommended: 45 minutes)

Go to the Grade Two Mathematics program and work on Module1: Day 13.

Music and Movement (Time recommended: 20–30 minutes)

Explain to the student the benefits of physical activity as outlined in the introduction to Module 1A.

Consider playing the recording “Side by Side,” (or any of the songs the student has learned to date) a few times today and on Day 14 as a break.

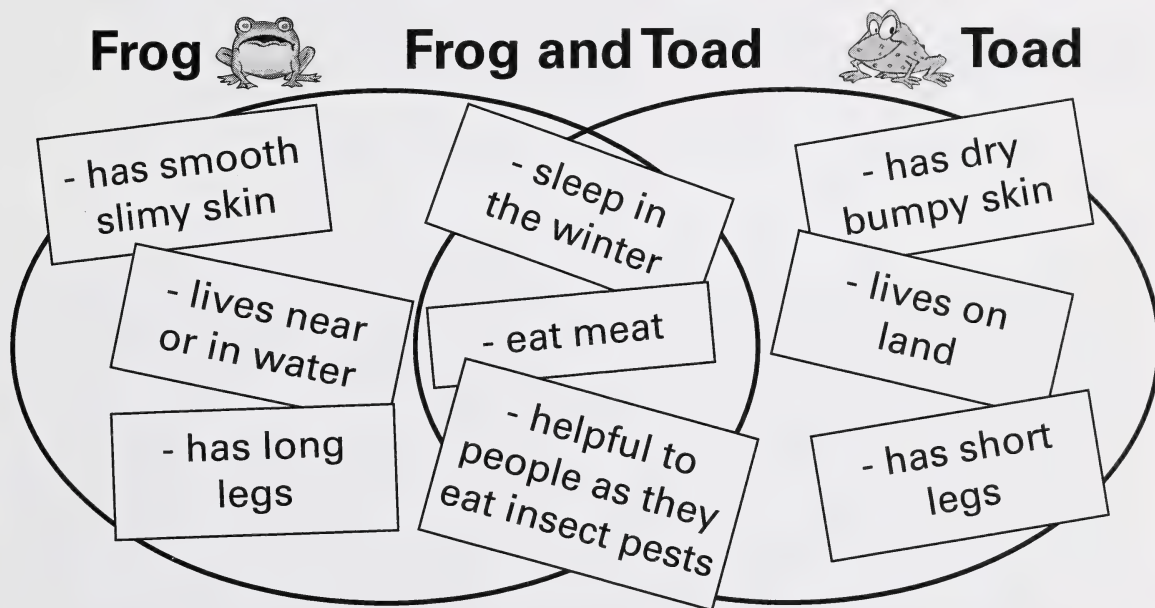
Language Arts (Time recommended: 90–120 minutes)

The student will be conducting research on frogs and toads. The student’s chart may look like the following. Encourage the student to think of questions for the second column and ways to find the answers.

What I K now	What I W ant to Know	What I L earned
<ul style="list-style-type: none"> • frogs have smooth slimy skin • toads have bumpy dry skin 	<ul style="list-style-type: none"> • Do frogs and toads live in the same places? • Do frogs and toads eat the same things? 	

After the student finishes filling in the information on the K–W–L chart, have him or her give you a presentation of the facts using the chart as a guide.

Draw two large overlapping ovals on a large sheet of paper, or six regular-size sheets of paper taped together. Print three headings as follows: **Frog**, **Frog and Toad**, and **Toad**. See the example. The heading “Frog and Toad” pertains to the overlapped area. Leave enough room near the headings for the student to draw a frog and toad.



When the student has finished, print his or her name, and the module number and day (M1D13) on the back. The student will submit it to the teacher on Day 18.

Lunch

Silent Reading (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

Phonics (Time recommended: 20–30 minutes)

Follow the directions for pages 31 and 32 in the phonics book. After you explain the lesson on the two pages, have the student work independently. Ensure the student reads each word out loud on pages 31 and 32. Check each page with the student as he or she finishes it.

These pages will be removed from the phonics book and submitted to the teacher at the end of Day 18.

Science (Time recommended: 60–90 minutes)

Assignment Booklet: The student draws two objects from the non-metallic and two objects from the metallic groups and explains why they fit with each group.

Looking Back (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete the Learning Log for Day 13.

Story Time (Time recommended: 10 minutes)

Read the book selected for this time.

Sharing Time (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

Day 14

Materials You Need Today

General Supplies

- ☐ box containing required materials

Calendar Time

- ☐ current month's calendar and materials

Math Time

- ☐ Grade Two Mathematics program

Language Arts

- ☐ *Collections: In My World*
- ☐ Thematic Assignment Booklet 1B
 - ☐ Day 14: Assignment 5

Journal Time

- ☐ journal

Phonics

- ☐ *Level B: Modern Curriculum Press Phonics*, pages 33 and 34

Silent Reading Time

- ☐ books, magazines, or other favourite reading material

Looking Back

- ☐ Thematic Assignment Booklet 1B
 - Day 14: Learning Log

Story Time

- ☐ mutually chosen reading material

Calendar Time (Time recommended: 10 minutes)

Follow the daily procedure.

Math Time (Time recommended: 45 minutes)

Go to the Grade Two Mathematics program and work on Module 1: Day 14.

Words I Use Often (Time recommended: 15 minutes)

Today's words are **big** and **give**. Print each on a coloured index card. Show the words, one at a time, to the student. If the student can read the word at a glance, tape it to the Word Wall. If not, help the student learn to read the word by doing the activities outlined in Day 2.

Language Arts (Time recommended: 90 minutes)

The student reads the play "The Hiccups."

Journal Time (Time recommended: 10–15 minutes)

The student records his or her response to the story "The Hiccups" in the Reading Response section.

Assignment Booklet: In preparation for Assignment 5, brainstorm with the student about advice a beaver and a rabbit could give Willy Weasel about curing hiccups. Help the student select appropriate names for the beaver and the rabbit characters.

Lunch**Silent Reading** (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

Phonics (Time recommended: 20–30 minutes)

Follow the directions for pages 33 and 34 in the phonics book. After you explain the lesson on the two pages, have the student work independently. Ensure the student reads the sentences and all the words out loud on both pages. Check each page with the student as he or she finishes it.

These pages will be removed from the phonics book and submitted to the teacher at the end of Day 18.

Social Studies (Time recommended: 60 minutes)

The focus is on the services and facilities in the student's community. If you live in a rural setting, choose the community nearest you that provides the majority of your services.

The student will be drawing a map of his or her own community on Day 16. To prepare for this, take the student for a walk or drive around the community that provides your services to orient him or her to the locations of these facilities and services. When you finish the tour, have the student sketch a plan of the community.

Looking Back (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Then complete the day's Learning Log.

Story Time (Time recommended: 10 minutes)

Read the book selected for this time.

Sharing Time (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

Day 15

Materials You Need Today

General Supplies

- ☐ box containing required materials

Calendar Time

- ☐ current month's calendar and materials

Journal Time

- ☐ journal

Math Time

- ☐ Grade Two Mathematics program

Music and Movement

- ☐ CD player
- ☐ *Music and Movement in the Classroom* CD #1

Language Arts

- ☐ *Collections: In My World*
- ☐ Thematic Assignment Booklet 1B
 - Day 15: Assignment 6

Phonics

- ☐ *Level B: Modern Curriculum Press Phonics*, pages 35 and 36

Silent Reading Time

- ☐ books, magazines, or other favourite reading material

Health and Life Skills (Safety Helpers)

- ☐ paints

Looking Back

- ☐ Thematic Assignment Booklet 1B
 - Day 15: Learning Log

Story Time

- ☐ mutually chosen reading material

Calendar Time (Time recommended: 10 minutes)

Follow the daily procedure.

Journal Time (Time recommended: 10–15 minutes)

The student writes in the Personal Writing section of his or her journal.

Math Time (Time recommended: 45 minutes)

Go to the Grade Two Mathematics program and work on Module 1: Day 15.

Music and Movement (Time recommended: 20–30 minutes)

Consider playing the recording “The Freeze” a few times today and on Day 16 as a break. Take turns with the student leading the movements in time to the beat.

Language Arts (Time recommended: 60 minutes)

Brainstorm with the student ideas about making a great day. See the example.

A Great Day	
People	Things
Dad took me to a movie	It was sunny and warm

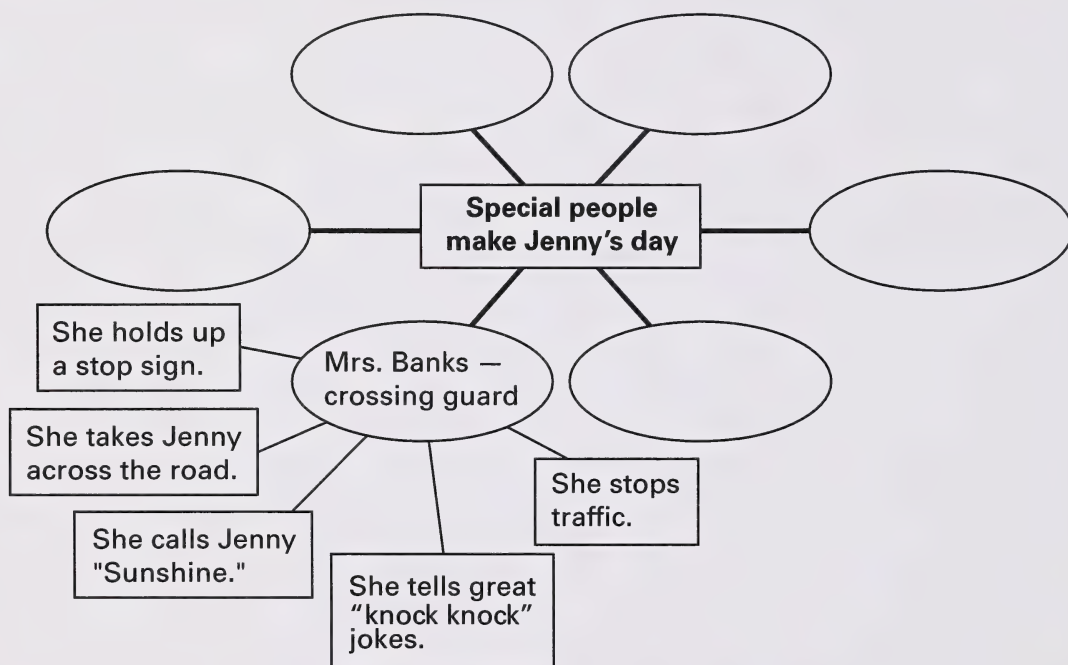
Assignment Booklet: The student fills in the chart with the characters from the story “People Make My Day.”

Enrichment (optional)

Give the student a sheet of poster paper. Make a story web by drawing a box with six lines radiating from it. At the end of the lines, draw ovals. See the following example.

Have the student identify the main idea in the story “People Make My Day” (special people make Jenny’s day) and print it in the box. Then have the student print the names and occupations of each character in the ovals. The student may return to the text for this. Find the page called “People Make My Day Character Information” in the Appendix of the Student Module Booklet.

Have the student cut out the pieces of information about the characters and glue them near the appropriate character, as shown in the example. Have the student draw lines from the oval to each of the pieces of information.



Print the student’s name, module number and day (M1D15) on the paper. The student may choose to submit the web for submission to the teacher on Day 18.

Lunch

Silent Reading (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

Phonics (Time recommended: 30 minutes)

Follow the directions for pages 35 and 36 in the phonics book. After you explain the lessons on the two pages, have the student work independently. Ensure the student reads the sentences and all the words out loud on both pages. Check each page with the student as he or she finishes it.

These pages will be removed from the phonics book and submitted to the teacher at the end of Day 18.

Health and Life Skills (Time recommended: 60 minutes)**Field Trip – Safety Helper**

Arrange for your student to visit a place where a safety helper works in your community (fire station or police station) or have one come to speak with your student. Make the arrangements ahead to ensure learning is maximized.

Print the student's name, module number and day (M1D15) on the poster for submission to the teacher on Day 18.

Art (Time recommended: 30–45 minutes)

Have the student put his or her name on the sheet after painting the self-portrait. Print the module number and day on the back of the sheet (M1D15). This will be submitted to the teacher on Day 18.

Looking Back (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete the day's Learning Log.

Story Time (Time recommended: 10 minutes)

Read the book selected for this time.

Sharing Time (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

Day 16

Materials You Need Today

General Supplies

- ☐ box containing required materials

Calendar Time

- ☐ current month's calendar and materials

Math Time

- ☐ Grade Two Mathematics program

Language Arts

- ☐ *Collections: In My World*
- ☐ Thematic Assignment Booklet 1B
 - Spelling Post-test
 - Day 16: Assignment 7

Phonics

- ☐ *Level B: Modern Curriculum Press Phonics*, pages 37 and 38

Silent Reading Time

- ☐ books, magazines, or other favourite reading material

Looking Back

- ☐ Thematic Assignment Booklet 1B
 - Day 16: Learning Log

Story Time

- ☐ mutually chosen reading material

Calendar Time (Time recommended: 10 minutes)

Follow the daily procedure.

Math Time (Time recommended: 45 minutes)

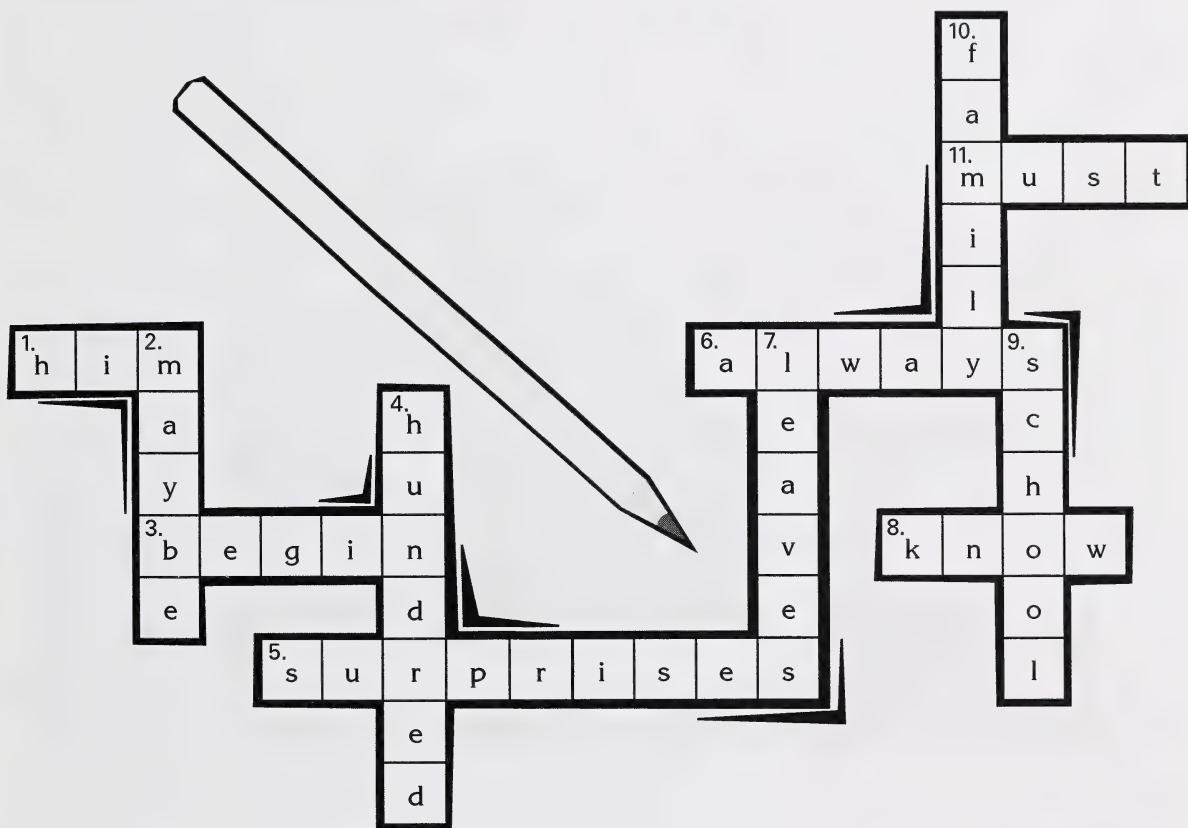
Go to the Grade Two Mathematics program and work on Module 1: Day 16.

Words I Use Often (Time recommended: 15 minutes)

Today's words are **air** and **line**. Print each on a coloured index card. Show the words, one at a time, to the student. If the student can read the word at a glance, tape it to the Word Wall. If not, help the student learn to read the word by doing the activities outlined in Day 2.

Language Arts (Time recommended: 60–75 minutes)

The answers to the crossword puzzle are as follows:



Enrichment (optional)

Have the student think of additional words and columns to add to the crossword puzzle. The student can write clues in sentence format and add them to the “Down” and “Across” clues already there.

Phonics (Time recommended: 20–30 minutes)

Follow the directions for pages 37 and 38. After you explain the phonics lesson on the two pages, have the student work independently. Ensure the student reads all the words out loud on both pages. Check each page with the student as he or she finishes it.

These pages will be removed from the phonics book and submitted to the teacher at the end of Day 18.

Lunch**Silent Reading** (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

Spelling (Time recommended: 20 minutes)

Assignment Booklet: Before the student does the Spelling Post-test, take down the six words from the Word Wall. Do not review the words with the student prior to the test.

Testing in this manner will give a better indication of the student's spelling skill. It is important that these words be stored in **long-term memory**. If the words are practised immediately before the test, you are only testing the student's **short-term memory** of these words.

Encourage correct letter formation and clarity in printing as well as accurate spelling of the words.

When giving this final test for Module 1, use the following steps:

1. Say each word clearly but in a normal manner.
2. Say a sentence that contains the word, but not at the beginning of the sentence. This will avoid the necessity of a capital letter.
3. Repeat the word.

The words for the test are as follows:

under	together	never
form	large	important

Social Studies (Time recommended: 60–90 minutes)

The student will be drawing a map of his or her community. If he or she lives in a rural setting, choose the community nearest you that provides the majority of your services.

Print the module number and day on the map (M1D16). This will be included in the package sent to the teacher on Day 18.

On the sheet of paper, draw a rectangle almost the size of the page. In the lower left-hand corner of the rectangle, assist the student to draw a small box for the legend. The student will draw a map of his or her community in the large rectangle. The area covered should include at least six blocks and include the student's house if you live in an urban community. The map does not have to be an exact replica of the area the student lives in, but it should include near-by facilities and services. If the area is mostly residential, compress many blocks of housing into one or two.

Assignment Booklet: The student lists four services that are shown on his or her map. Then the student selects two of them and tells why they are important to the community.

Looking Back (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Then complete the day's Learning Log.

Story Time (Time recommended: 10 minutes)

Read the book selected for this time.

Sharing Time (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

Day 17

Materials You Need Today

General Supplies

- ☐ box containing required materials

Calendar Time

- ☐ current month's calendar and materials

Math Time

- ☐ Grade Two Mathematics program

Music and Movement

- ☐ CD player
- ☐ *Music and Movement in the Classroom* CD #1

Language Arts

- ☐ *Collections: Grandma's Neighbourhood*
- ☐ Thematic Assignment Booklet 1B
 - ☐ Day 17: Word Recognition Test

Journal Time

- ☐ journal

Phonics

- ☐ *Level B: Modern Curriculum Press Phonics*, pages 39 and 40

Silent Reading Time

- ☐ books, magazines, or other favourite reading material

Science

- ☐ a box of paper clips

Looking Back

- ☐ Thematic Assignment Booklet 1B
 - ☐ Day 17: Learning Log

Story Time

- ☐ mutually chosen reading material

Calendar Time (Time recommended: 10 minutes)

Follow the daily procedure.

Math Time (Time recommended: 45 minutes)

Go to the Grade Two Mathematics program and work on Module 1: Day 17.

Music and Movement (Time recommended: 20–30 minutes)

Consider playing the recording “The Freeze” a few times today and on Day 18 as a break. Take turns with the student leading the movements in time to the beat.

Language Arts (Time recommended: 60–75 minutes)

The student reads and responds to the book *Grandma’s Neighbourhood*.

Assignment Booklet: The student prints the ways Grandma’s neighbourhood is the same and different from the student’s.

Journal (Time recommended: 10–15 minutes)

The student writes in his or her Reading Response section.

Phonics (Time recommended: 20–30 minutes)

Follow the directions for pages 39 and 40 in the phonics book. After you explain the phonics lesson on the two pages, have the student work independently. Ensure the student reads the sentences out loud on page 40. Check each page with the student as he or she finishes it.

These pages will be removed from the phonics book and submitted to the teacher at the end of Day 18.

Lunch**Silent Reading** (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

Words I Use Often (Time recommended: 20 minutes)

Remove all the words from the Word Wall.

Assignment Booklet: Give the student the Word Recognition Test. Do not review the words prior to the test.

Point to each word in the Assignment Booklet and have the student read it out loud. Put a check beside the word if the student recognizes it immediately.

If you and the student have extra words that were put on the Word Wall throughout the module, print them on the lines and have the student read each one out loud. Check the ones that are recognized by sight.

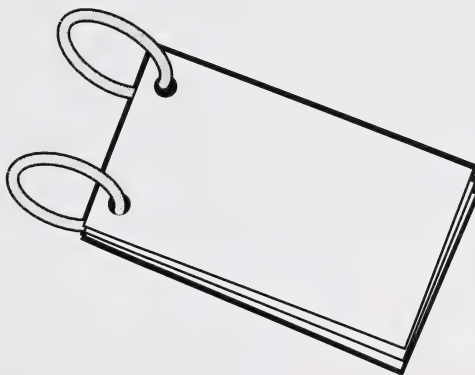
Review the words the student did not recognize.

Ask the student to read the words on the white index cards from the stories in the module. They are as follows:

against, doesn't, give, hundred, instead, don't, get, whispers, there, then, begin, full, him, any, when, off, time, with, maybe, new, place, special, little, brother, said, sister, want, finished, leaves, must, own, surprise, tomorrow, works, close, didn't, enough, who, your, always, family, know, school, teacher, Grandma, house, neighbourhood, their

You may want to spend some time reviewing the words the student did not recognize from these words as well.

Make two ringed booklets from the cards as follows:



1. one containing coloured flash cards of high-frequency words or words used often
2. the other one containing theme or personal-interest words and words from the stories on white flash cards

Separating the cards in this way will give you the opportunity to focus on mastery of frequently used words, which is crucial to the beginning reader and writer. From time to time, review the cards in the ringed booklets. Your major emphasis will be on the coloured cards or high-frequency words.

Science (Time recommended: 60–90 minutes)

The student reviews facts about magnets and experiments with magnets to test their strength.

Have the student record the number of paper clips on the chart as in the following example.

Name of Magnet	Number of Paper Clips
Horseshoe	15
Bar	27
Ring	7

Looking Back (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete the day's Learning Log.

Story Time (Time recommended: 10 minutes)

Read the book selected for this time.

Sharing Time (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

Day 18

Materials You Need Today

General Supplies

- ☐ box containing required materials

Calendar Time

- ☐ current month's calendar and materials

Math Time

- ☐ Grade Two Mathematics program

Language Arts

- ☐ *Collections: In My World*
- ☐ *Collections: Grandma's Neighbourhood*
- ☐ two sheets of regular, unlined paper, cut in half horizontally to make four sheets 14 cm by 22 cm
- ☐ Thematic Assignment Booklet 1B
 - Day 18: Assignment 9

Phonics

- ☐ *Level B: Modern Curriculum Press Phonics*

Silent Reading Time

- ☐ books, magazines, or other favourite reading material

Looking Back

- ☐ Thematic Assignment Booklet 1B
 - Day 18: Learning Log








Story Time

- ☐ mutually chosen reading material

Calendar Time (Time recommended: 30 minutes)

Assignment Booklet: The student may need your help initially in filling in the weather graph. Have him or her fill in the bars on the graph a different colour for each type of weather. For example, if cloudy days are blue, rainy days may be yellow, and so on. Have the student fill in the weather symbols on the graph. See the example below.

The Weather for September

Days							
18							
17							
16							
15							
14							
13							
12							
11							
10							
9							
8							
7							
6							
5							
4							
3							
2							
1							
Weather symbols							

Math Time (Time recommended: 45 minutes)

Go to the Grade Two Mathematics program and work on Module 1: Day 18.

Language Arts (Time recommended: 90 minutes)

The student will need assistance in preparing the booklet about his or her community. Use two regular sheets of unlined paper. Cut them in half horizontally to make four sheets approximately 14 cm by 22 cm. Stack the four sheets together and fold them to make a booklet by stapling the sheets together in the middle. Have the student print page numbers from 1 to 12 at the bottom of each page beginning on the second page.

Print the and the module number and day (M1D18) on the booklet for submission to the teacher on Day 18.

The student reads and responds to “Things I Know About Dogs.”

Lunch**Silent Reading** (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

Phonics (Time recommended: 20–30 minutes)

This day is a review of the concepts taught in this module.

Health and Life Skills (Time recommended: 60–90 minutes)

The focus is on keeping safe.

With the student, discuss ways of being safe in different situations. In the following situations, focus on the points described but encourage the student’s input.

As you talk about the safety procedures, have the student demonstrate each one in a pantomime.

Discuss pedestrian safety with the student: Use sidewalks, always walk facing traffic, obey traffic lights and signs, look both ways before crossing the street, obey school crossing guards, cross at marked intersections (not in the middle of the block), and walk (don’t run across the street).

Discuss safety issues with strangers: Explain that a stranger is a person the student does not know. Role-play some situations with the student. Play the role of the stranger. Encourage the student to use his or her new knowledge about how to behave with strangers and other people. Explain that some strangers and other people may be helpful and kind, but others may not.

Role-Play other safety issues with strangers that are appropriate to the student. You may like to consider some of the following: It is always important to feel safe. Always tell a parent or responsible adult where you are. Don’t play alone in deserted places. Do not take gifts or offers from strangers. Always get permission from a parent or responsible adult before going anywhere with anyone. Do not approach or get into strange cars. If you think you are in danger, perhaps you could yell loudly for help or run to a safe person or place (e.g., Block Parent home or an adult you know). Telephone your parent or responsible adult right away.



Discuss car safety: Always wear a seat belt, don't distract the driver with loud noises or by movements, and be polite to the driver.

Discuss water safety: Know the safety rules of the pool or body of water you are in, obey the lifeguard, always play or swim in or near water with a responsible adult.

Discuss bicycle safety: Always wear a helmet, obey the traffic lights and signs, use right, left, and stop signals, ride single file, avoid busy streets, do not ride at night, and walk your bike when crossing the street at an intersection. Ensure the student understands that a bicycle is not a toy, but a vehicle.

Discuss fire safety: Do not play with matches or lighters; do not put objects (except a plug) into an electrical outlet; do not play near a stove, oven, or fire; and always put a fire screen in front of a fire.

On an unlined sheet of paper, draw a line dividing the paper in half as shown. At the top of one half, have the student print **Being Safe**. At the top of the other half, the student prints **Being Unsafe**.

For example, in the top half, the student may draw him or herself riding a bike with a helmet or walking across the street at an intersection. In the bottom half, for example, he or she can be riding without a helmet or running across the street in the middle of the block.

Have the student print his or her name on the drawing. Put the module number and day on the back (M1D18), and place it into the student folder for submission to the teacher.

Looking Back (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete the day's Learning Log.

Story Time (Time recommended: 10 minutes)

Read the book selected for this time.

Sharing Time (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

Send Assignment Booklet 1B and other items for mailing to the teacher now. Use the Items for Mailing checklist at the end of the Assignment Booklet to assemble all the necessary work.

ASSIGNMENT BOOKLET 1B

Grade Two Thematic
Module 1B: Days 10–18

Home Instructor's Comments and Questions

Home Instructor's Signature

FOR HOME INSTRUCTOR USE (if label is missing or incorrect)

Student File Number:

Date Submitted:

Apply Module Label Here

Name

Address

Postal Code

*Please verify that preprinted label is for
correct course and module.*

FOR SCHOOL USE ONLY

Assigned Teacher:

Date Assignment Received:

Grading:

Additional Information:

Teacher's Comments

Teacher's Signature

Home Instructor: Keep this sheet when it is returned to you as a record of the student's progress.

INSTRUCTIONS FOR SENDING IN THIS DISTANCE LEARNING ASSIGNMENT BOOKLET

When you register for distance learning courses, you are expected to send in Assignment Booklets for corrections regularly. Try to send each Assignment Booklet as soon as you have completed it. Before sending your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to be sure the spelling and details are correct?
- Is the record form filled out and the correct module label attached?

MAILING

1. Postage Regulations

Do **not** enclose letters with Assignment Booklets.

Send all letters in a separate envelope.

2. Postage Rates

Take your Assignment Booklet to the post office and have it weighed. Attach enough postage and seal the envelope. Assignment Booklets will travel faster if correct postage is used and if they are in large envelopes that are no more than two centimetres thick.

FAXING

1. Assignment Booklets may be faxed. Contact your teacher for the fax number.
2. All faxing costs are the responsibility of the sender.

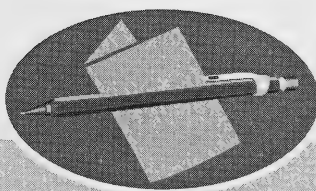
E-MAILING

Assignment Booklets may be e-mailed. Contact your teacher for the e-mail address.

Grade Two Thematic

Module 1B

My World **ASSIGNMENT BOOKLET 1B**



Learning
Technologies
Branch

Alberta
LEARNING

Grade Two Thematic
Module 1: My World
Assignment Booklet 1B
Learning Technologies Branch

The Learning Technologies Branch acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Home Instructor's Guide and Assignment Booklet.

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	



You may find the following Internet sites useful:

- Alberta Learning, <http://www.learning.gov.ab.ca>
- Learning Technologies Branch, <http://www.learning.gov.ab.ca/ltb>
- Learning Resources Centre, <http://www.lrc.learning.gov.ab.ca>

The use of the Internet is optional. Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

Other

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Every effort has been made both to provide proper acknowledgement of the original source and to comply with copyright law. If cases are identified where this effort has been unsuccessful, please notify Alberta Learning so that appropriate corrective action can be taken.

Assignment 1

People meet the four needs in different ways. Draw a picture in each box to show someone meeting one of their needs. Print the need that is being met under each picture.

The need is _____.

The need is _____.

Learning Log

Home Instructor's Comments

What have you observed about the student's progress in personal work habits?
Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • doesn't need to have instructions repeated |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • gets to work right away when assigned a task |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • continues working without having to ask for help unnecessarily |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is able to ignore distractions |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • stays on task until the work is done |

Use this space for questions or comments about the student's work habits.

Student's Comments

Tell your teacher how you can improve your work habits.

Assignment 2

Name four facilities in your community. Next to each one, print one way the facility serves your community. Use the sample to help you.

Name of Facility	The Way It Helps My Community
Skating rink	People can skate or play hockey. They can have fun with their friends and family.

Learning Log

Home Instructor's Comments

What have you observed about the student's developing skills in art?
Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is able to draw from direct observation |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • uses several colours and plans ahead |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is skilful at handling the brush, including loading paint and unloading paint from the brush, applying paint, and cleaning the brush |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is able to evaluate own painting techniques for improvement, such as less water and more paint |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is willing to clean up after the project |

Use this space for questions or comments about the student's development in art.

Student's Comments

Tell your teacher what you like best about art.

Assignment 3

Pick two different feelings from the lesson, such as two of the following: happy, sad, angry, frustrated, afraid, jealous, sorrowful, grief-stricken. Draw how your face may look when you show each feeling. Print the feeling under the picture.

The feeling I am showing is _____.

The feeling I am showing is _____.

Learning Log

Home Instructor's Comments

What have you observed about the student's developing knowledge, skills, and attitude in health and life skills? Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can identify the strengths and gifts that each member brings to a group |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can identify the types and ranges of feelings |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is developing skills to express feelings positively, such as anger or frustration |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can describe strategies for coping with anger |

Use this space for questions or comments about the student's development in health and life skills.


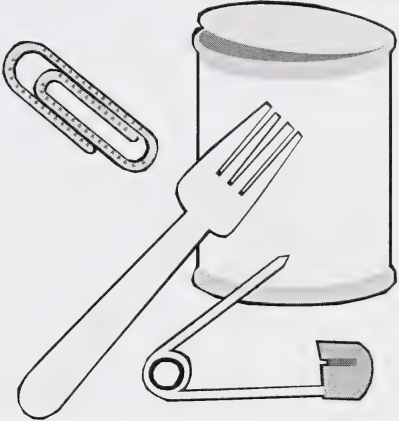
Student's Comments

Shade in the face that describes how you feel about today's activities.



Why do you feel this way?

Assignment 4

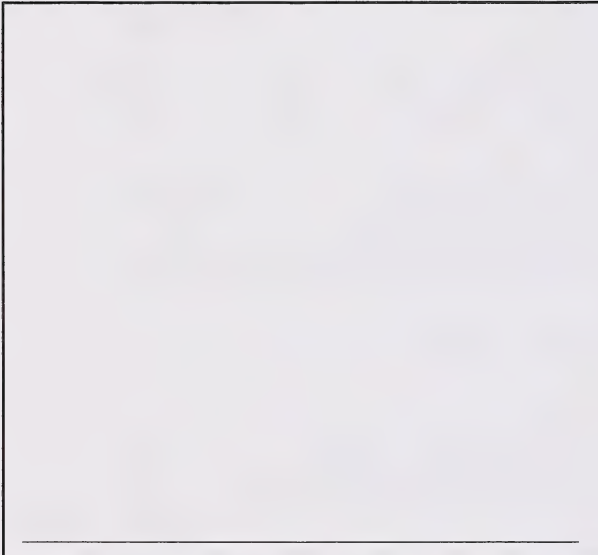
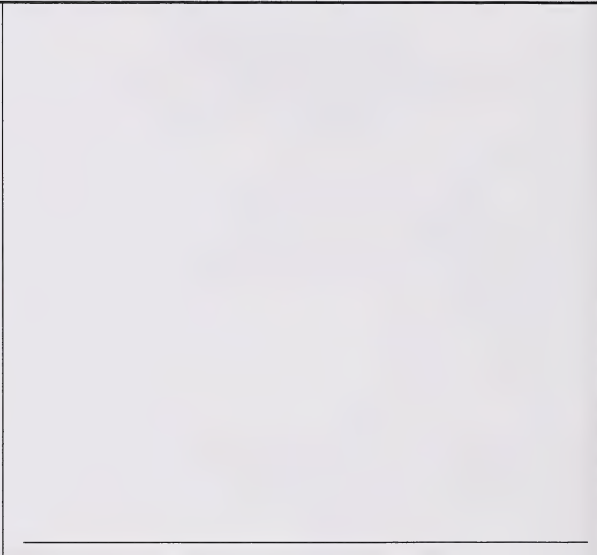
Group A	Group B
	

1. Think about your study of magnets. In the following boxes draw two objects that could be added to Group A. Print the name of the object on the line under each picture.

<hr/>	<hr/>
-------	-------

2. How are the objects you drew and the objects in Group A the same? Print your answer on the lines.

3. In the following boxes, draw two objects that could be added to Group B. Print the name of the object on the line under each picture.

 <hr/>	 <hr/>
---	---

4. How are the objects you drew and the objects in Group B the same? Print your answer on the lines.

Learning Log

Home Instructor's Comments

What have you observed about the student's speaking and presentation development? Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •speaks clearly |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •stays on topic and tells ideas in sequence |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •uses appropriate volume when speaking |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •actively participates in discussions |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •asks for explanations of ideas, concepts, and new words |

Use this space for questions or comments about the student's development in speaking and presentation skills.

Student's Comments

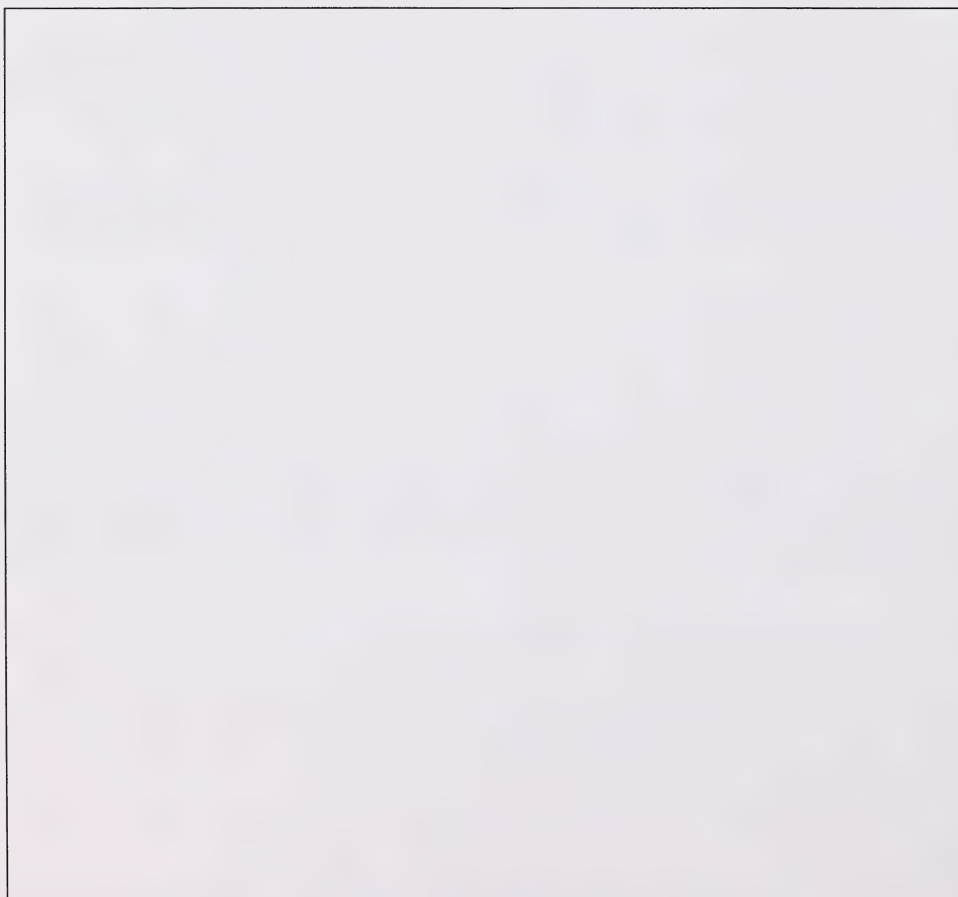
Tell your teacher what you enjoyed most today.

Assignment 5

Think of what advice a beaver and a rabbit could give Willy Weasel to get rid of hiccups. Print the beaver's and the rabbit's advice on the lines. Draw pictures of the animals in the boxes.

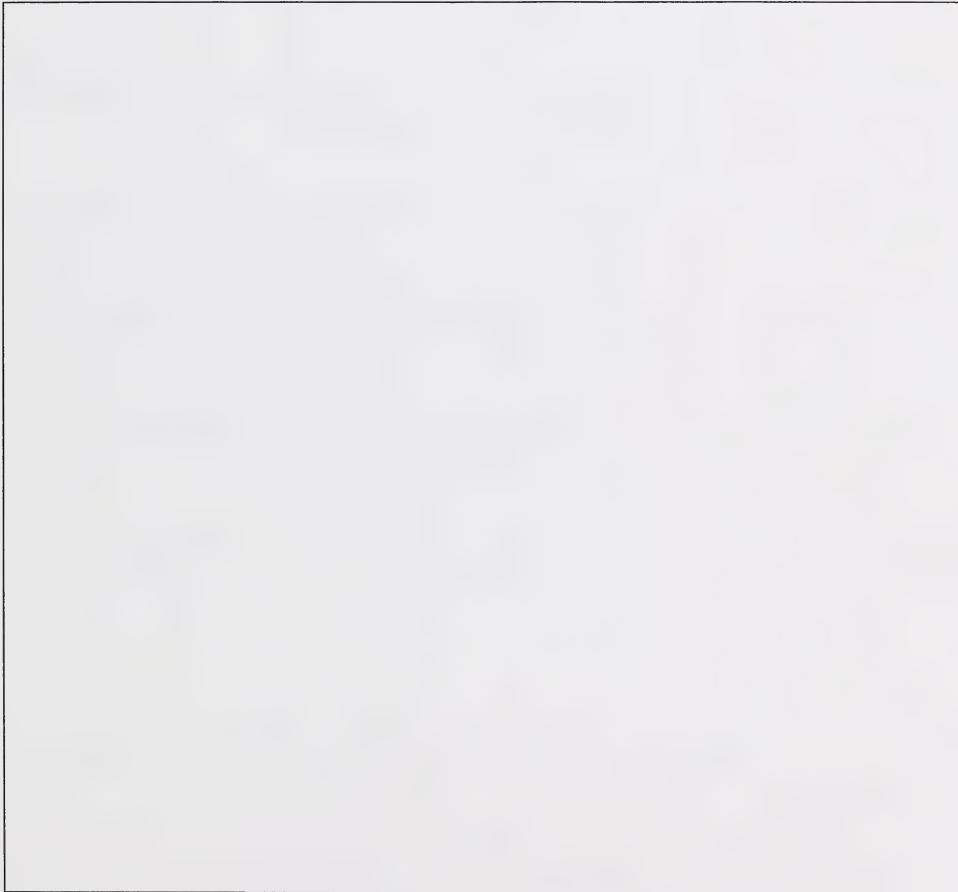
Willy Weasel: _____ Beaver, do you know how to get rid of the hiccups?

_____ **Beaver:** _____



Willy Weasel: Hic! Oh Dear! It Didn't Work!_____ Rabbit, do you know how to get rid of the hiccups?

_____ **Rabbit:** _____



Learning Log

Home Instructor's Comments

What have you observed about the student's knowledge, attitude, and skills in social studies? Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can name ways his or her needs are met in his or her community |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • understands that different people have different needs in the community |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can list ways other people's needs are met in own community |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can name different services and facilities in own community |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • understands that there are different services and facilities for different people |

Use this space for questions or comments about the student's development in social studies.

Student's Comments

Do you think it is a good idea to have services and facilities in the community? Why?

Assignment 6

Jenny sees many people in her community everyday. On the chart, print the name of each person, his or her occupation, and one thing you like about that person.

Name of Person	Occupation	One Thing I Like About the Person

Learning Log

Home Instructor's Comments

What have you observed about the student's developing skill as a reader? Refer to today's discussion of the story "People Make My Day." Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can recognize and describe the character's behaviours |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is able to recognize and describe the character's qualities |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is able to connect the actions and attitudes of the adults with the child's positive feelings |

Use this space for questions or comments about the student's developing ability to infer meaning and draw conclusions from a text.

Student's Comments

Spelling Post-test

Listen carefully to the words your home instructor gives you. Neatly print the words on the lines.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Assignment 7

List four services or facilities you drew on your map.

1. _____
2. _____
3. _____
4. _____

Choose two of those facilities or services, and write why they are important to your community.

1. _____

2. _____

Learning Log

Home Instructor's Comments

What have you observed about the student's developing listening skills?
Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • looks at the person who is talking |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • shows interest in what people say |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • listens carefully to stories that are read aloud |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • remembers details from a story |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • follows simple oral directions |

Use this space for questions or comments about the student's work habits.

Student's Comments

Tell your teacher how you did on the crossword puzzle.

Assignment 8

Think how Grandma's community in the book *Grandma's Neighbourhood* is the same and different from your own community. Print the ways on the lines below.

The ways my community is the same as Grandma's are as follows:

The ways my community is different from Grandma's are as follows:

Word Recognition Test

Read each word out loud to your home instructor.

☐ great

☐ big

☐ still

☐ every

☐ say

☐ line

☐ should

☐ between

☐ found

☐ tell

☐ give

☐ home

☐ name

☐ small

☐ men

☐ air

If you have chosen special words in Module 1, your home instructor will write them here. Read each word aloud.

☐ _____ ☐ _____ ☐ _____

☐ _____ ☐ _____ ☐ _____

☐ _____ ☐ _____ ☐ _____

☐ _____ ☐ _____ ☐ _____

☐ _____ ☐ _____ ☐ _____

☐ _____ ☐ _____ ☐ _____

Learning Log

Home Instructor's Comments

What have you observed about the student's developing attitude and knowledge in science? Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • asks "why" questions when experimenting with magnets |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • enjoys talking about the experiments |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is able to identify where magnets are used and why |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can distinguish materials that are attracted by a magnet from those that are not |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • knows that magnets attract materials with iron or steel in them |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can predict which objects will be attracted by a magnet when given a variety of metallic and non-metallic objects |

Add any further comments or questions about the student's involvement and interest in scientific matters.




Student's Comments

Assignment 9

Fill in the graph to show the weather you recorded over the 18 days of the module. Count the number of each weather symbol you drew on your calendar. Colour each type of weather a different colour.

The first three weather symbols have been drawn for you. Fill in the others on your own.

The Weather for _____ (fill in the month)

Days							
18							
17							
16							
15							
14							
13							
12							
11							
10							
9							
8							
7							
6							
5							
4							
3							
2							
1							
Weather symbols							

Cloudy Sunny Windy

Learning Log

Home Instructor's Comments

What have you observed about the student's general development and learning in this module? Complete the following checklist. Your additional comments are important to the teacher and welcomed in the spaces provided. Check **yes** or **not yet**.

Calendar

- | | | |
|------------------------------|----------------------------------|----------------------------------|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • knows the days of the week |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • knows the months of the year |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can print the date |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can print the weather forecast |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can draw the weather symbol |
-
-
-

Reading

- | | | |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can read the high-frequency words |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • recognizes many words by sight in books |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can use the illustrations in the text to make predictions |
-
-
-

Writing

- | | | |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • willingly does the writing activities |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • follows the steps in the writing process when writing |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • uses the Word Wall, the <i>Collections Writing Dictionary</i> , and the charts to confirm spelling |
-
-
-
-

Phonics and Printing

- | | | |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • does the phonics pages independently |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can identify consonants and their sounds in the beginning, middle, and ending positions of words |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can identify the short vowels a, e, i, o, u and the sounds they stand for |
-
-
-
-

Physical education☐ yes☐ not yet

•enjoys physical activity

☐ yes☐ not yet

•willingly participates in a physical break

☐ yes☐ not yet

•is aware that physical activity is important for keeping healthy and fit

Student's Comments

Grade Two Thematic—Assignment Booklet 1B
Module 1B: My World
Items for Mailing

Indicate with a check mark (✓) that your student has completed the items listed below. Then submit each item along with this checklist to the student's teacher for marking at the time the teacher has requested it.

Days 10–18

- ☐ Thematic Assignment Booklet 1B. Ensure all assignments have been completed, including the nine Learning Logs.
- ☐ *Level B: Modern Curriculum Press Phonics*, pages 25 – 40
- ☐ two entries from the personal journal chosen by the student

Day 10

- ☐ a series of pictures that shows how the student gets ready for bed (optional)
or
- ☐ the story and illustration about a child and a younger sibling (optional)

Day 11

- ☐ one of the three choices from the story "The Surprise"
- ☐ the "fallscape"

Day 12

- ☐ the new ending to the story "The Surprise"

Day 13

- ☐ Venn diagram describing frogs and toads

Day 15

- ☐ story web of "People Make My Day" (optional)
- ☐ poster showing a community safety helper doing his or her job
- ☐ self-portrait of the student in his or her chosen occupation

Day 16

- ☐ map of the student's community

Day 18

- ☐ booklet of the Student's Community based on the book *Grandma's Neighbourhood*
- ☐ Being Safe Drawing

